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Инновационные Подходы К Преподаванию Современного Русского Языка В Вузе

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Annotation: The article discusses the teaching of Russian as a foreign language and the Russian language and the culture of speech at the university from the point of view of modern innovative approaches related to the experience of Russian universities, as well as Russian scientists. This determines the relevance of this work. Such approaches in education are communicative competence-based, student-oriented and professionally oriented education. The aims of the work are to analyze the content of the communicative-competence-based, personality-oriented and professionally oriented approaches in teaching the Russian language at a university, as well as to review textbooks that implement these approaches.

When writing the article, the author used two groups of methods: general scientific methods: analysis, synthesis, generalization, as well as special: system-structural, functional and cognitive approaches.

The basis of the communicative-competence approach is communicative-oriented language teaching. It involves the formation of communicative competence. Communicative competence includes linguistic, sociolinguistic, pragmatic components, the analysis of which is given special attention.

Student-centered learning involves the recognition of the student as the main subject of the learning process. The implementation of a student-centered learning system requires a change in vectors in pedagogy: from severely regulated learning as a normatively constructed process, to learning in the form of individual student activity with correction and pedagogical support from the teacher. The implementation of this approach in the classroom in Russian as a foreign language and the Russian language and culture of speech is facilitated by the use of interactive, dialogue forms of education.

Professionally oriented education at a university involves teaching the Russian language as a means of obtaining a specialty and teaching the Russian language as a means of professional business communication. Professionally oriented language teaching at a university should be implemented through integration, interdisciplinary links through the cooperation of Russian language teachers with subject teachers.

In conclusion, it is stated that the implementation of these modern approaches in teaching Russian as a foreign language and Russian language and culture of speech gives good results.

Keywords: Russian language, specialists, teaching, students training, diction, punctuality, fluency, coherence and cohesion.

Introduction

Modern requirements for the training of a specialist in higher education

The problem of improving the training of a specialist in higher education is relevant at all stages of the development of society. It seems especially important today in connection with the need of

society for flexible, dynamic, creative individuals who can quickly adapt to changing conditions, who own different ways and means of obtaining and analyzing information, who can learn (learning is not for life, learning through life) and others

The integration of the Uzbek educational system into European education, which meets the requirements of the time, dictates the need to introduce innovative technologies into teaching practice that will raise the training of a specialist in various fields of professional activity to a qualitatively new level.

Reforming higher education involves the development and implementation of new evidence-based tools and subject learning environments, rational methods, organizational forms, pedagogical technologies that ensure the effective organization and management of the educational process.

The most productive and promising are such educational technologies that allow organizing the educational process considering the practical, professional orientation of training, as well as focusing on the personality of the student, his interests, inclinations and abilities.

Regarding the disciplines Russian as a foreign language and the Russian language and the culture of speech taught in the universities of Uzbekistan, the main innovative approaches, in the opinion of the author, are communicative-competent training, personality-oriented and professionally oriented training, which are based on a competency-based approach.

The main innovative approaches in teaching Russian as a foreign language and Russian language and culture of speech in universities of Uzbekistan

Communicative Competency Training

The basis of communicative competence-based learning (hereinafter CCT) is communicative-oriented language learning. The foundations of communication-oriented language teaching were laid in the works of such prominent Russian researchers as A.A. Leontiev, I.A. Winter, V.G. Kostomarov, O.D. Mitrofanova, E.I. Passov and others.

The center of communication-oriented language learning is the situation as a universal form of the communication process. Regarding the Russian language as a foreign language and the Russian language and the culture of speech at the university, it is supposed to select situations that include each student in the process of communication, as well as ensuring the communicativeness of tasks through the selection of speech and conditional speech exercises that maximally create situations of real speech communication. Each situation is endowed with meaning, it includes the motives and needs of students, considers the relationship of the interlocutors. Communication presupposes the presence of certain communicative intentions, such as appeal, greeting, gratitude, request, sympathy, condolence, etc. - and their implementation through the use of certain speech formulas.

The essence of communicative learning lies in the fact that the learning process serves as a model of the communication process. Communication-oriented learning involves learning not only on a situational-thematic basis, but also teaching communicatively significant genres, for example, writing notes that are relevant for students, recording lectures, drawing up plans; for graduate students - abstracts, annotations, etc. As a goal at the present stage, communicative-oriented learning presupposes a high level of formation of communicative competence.

Based on the analysis of the materials of the Council of Europe, it can be stated that communicative language competence includes a linguistic component (linguistic component - lexical, phonological, syntactical knowledge and skills); sociolinguistic component; pragmatic component

(knowledge, existencial competence and skills and know-how relating to the linguistic system and its sociolinguistic variation) [1].

The linguistic component as the main component of communicative competence implies knowledge of vocabulary, pronunciation rules and rules for the formation of grammatical forms, structuring meaningful, stylistically marked phrases, as well as ways to use them correctly. No verbal communication is possible without mastering linguistic norms. The main attention is paid to the formation of linguistic competence in the school course of teaching the Russian language and in the university course when teaching philologists. Unfortunately, in university courses "Russian Language and Culture of Speech" for students of non-philological specialties, teachers often deal only with this problem, teaching only orthology, considering difficult cases in the field of orthoepy, vocabulary, grammar, and stylistics [2].

The content of sociolinguistic competence (in another linguo-methodological paradigm, partially coinciding with the linguo-culturological aspect of language learning) is the ability and willingness to use the language in a social context. The formation of this competence in the methodology of teaching Russian as a foreign language and foreign languages is devoted to many works of such Russian scientists as V.F. Kostomarov, Yu.E. Prokhorov, V.A. Maslova, S.G. Ter-Minasova, V.M. Shaklein, V.V. Vorobyov, E.I. Passov and others.

Regarding the Russian language as a native language, the concept of the formation of sociolinguistic competence begins to take shape, monographs [3], articles [4-7], textbooks and teaching aids concerning this problem [8-9].

In the author's opinion, regarding the disciplines Russian as a foreign language and the Russian language and culture of speech for university students, sociolinguistic competence means such abilities and readiness:

- change the registers of communication depending on the sphere and situation of communication and considering the symmetry-asymmetry of the roles of communication participants: neutral, colloquial, familiar, informal, official, solemn, ritual, etc.;
- to recognize the linguistic features of a communication partner in terms of his socio-cultural characteristics: place of residence, origin, social status, education, ethnicity, which manifest themselves at different levels: in phonetics, vocabulary, grammar, as well as in non-verbal means of communication, paralinguistics: diction, tempo, melody of speech, rhythm, volume; in the actual non-verbal means: the language of postures, gestures, facial expressions, gaze, distance, etc.;
- to recognize the linguistic features of a communication partner in terms of gender, age differences, temperament, character, etc.;
- change communication registers depending on the listed characteristics;
- demonstrate positive politeness, interest in case of consent and negative, restrained politeness in case of disagreement, refusal, prohibition, etc.;
- read intentional and unintentional deviation from the norms of politeness when expressing a sense of superiority, reproach, impatience, hostility or ignorance of the basic rules of speech etiquette due to insufficient education or differences in the characteristics of national speech etiquette;
- to realize intentions (appeal, gratitude, request, sympathy, etc.) by certain means of speech etiquette, depending on the register and the social situation of communication;

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- understand and use expressions that summarize the centuries-old experience of the people: phraseological units, proverbs, sayings, etc.;
- understand and use precedent names, expressions, texts, etc.;
- to solve, by means of the language being studied, the tasks of communication that are relevant for oneself and the society in the social sphere (communication of a personal, social and everyday nature: friends, interests, home, shopping, etc.); socio-political and socio-cultural spheres in which a person functions as a member of society; professional sphere (educational and professional - when studying at a certain educational institution; research - when performing scientific research; the actual professional sphere related to work, a person's specialty).

An important component of communicative competence is also pragmatic competence, which involves the development of skills to build statements in accordance with communicative situations and the factor of the addressee. A.N. Shchukin defined pragmatic competence as the desire and ability to navigate in a communication situation and build an utterance in accordance with the communicative intention of the speaker and the capabilities of the interlocutor, the ability to choose the most effective way of expressing thoughts depending on the conditions of communication and the goal set [10].

According to the author, pragmatic competence should include the following abilities and readiness:

- build a statement (text, discourse) depending on its written or oral form, depending on the genre, depending on the topic, purpose, addressee factor, i.e. for whom the text is intended. The addressee (audience, subject perceiving speech) is evaluated in terms of quantity (one - many), age (youth - mature), education (higher, secondary, etc.), socio-professional composition (workers, teachers, doctors, etc.), preparedness for the perception of the topic (prepared - unprepared), uniformity (homogeneous - heterogeneous);
- use means of argumentation depending on the addressee, analysis of the nature of the audience;
- use the means of attracting the attention of the addressee: the use of means of emotional and rational assessment: confidence-uncertainty, assumptions, reformulation of thoughts, expression of one's own opinion and clarification of the opinion of communication partners, etc.;
- use rhetorical means of influence, tropes and figures of speech;
- sequentially build a statement in accordance with interaction patterns. Communicative activity involves a clearly organized sequence of actions of its participants, and any communication process can be represented schematically. For example, the structure of double remarks may SCL like this: statement - agreement or disagreement; request (offer, apology) - acceptance or rejection, etc. The most common communication model is the so-called triple replicas, including: the words of the first interlocutor - the reaction of the second interlocutor - the response of the first interlocutor.

Student-centered learning

Communication involves not only the transfer of information, but also creativity, self-expression. When teaching the Russian language and culture of speech, student-centered learning (SCL) is important.

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For example, G.M. Anokhina, E.V. Bondarevskaya, A.Yu. Belogurova, V.V. Gorshkova, V.V. Davydova, A.E. Idrisova, Z.K. Kargieva, G.G. Kravtsova, T.A. Mathis, N.A. Morozova, I.V. Nikolaeva, L.I. Novikova, Yu.A. Poluyanova, S.A. Rogacheva, V.V. Rubtsova, N.G. Svinina, V.V. Serikova, V.I. Slobodchikova, E.G. Silyaeva, A.T. Tryapitsyna, I.S. Yakimanskaya, G.A. Zuckerman, J. Naisbitt, M. Polanyi, J. Schwab, et al.

SCL is also not completely new for Uzbek pedagogy, which has always been characterized by a humanistic orientation, in which the individualization of education has always been one of the main didactic principles.

The design of the SCL system involves: recognition of the student as the main subject of the learning process; defining the purpose of design as the development of his individual abilities; determination of the means that ensure the realization of the set goal through the identification and structuring of the subjective experience of the student, his directed development in the learning process.

In SCL, the teacher does not act as a source of educational information, but serves as an organizer and coordinator of the creative educational process, directs the activities of students, considering their subjective experience and individual characteristics (abilities, temperament, character, etc.).

The task of the teacher is not to plan a common, unified and mandatory line of mental development for all, but to help each student, considering his experience of knowledge, improve his individual abilities, develop as individuals. The purpose of training is not to realize the planned results, but to reveal the individual cognitive abilities of each student, to determine the pedagogical conditions necessary to satisfy them.

The implementation of a student-centered learning system requires a change in vectors in pedagogy: from strictly regulated learning as a normatively constructed process to learning in the form of individual student activity with correction and pedagogical support from the teacher.

The functions of learning are to "teach to learn", to develop in the student's personality the mechanisms of self-awareness, self-regulation, which means the ability to overcome one's own limitations not only in the educational process, but also in any human activity; in the development of the ability to think; in the formation of a creative principle in the personality of a student through creative and productive activity, taking into account the motivational and axiological aspects of the personality.

The most significant principles of student-centered classes at the university are as follows:

- the use of the subjective experience of the student. Actualization of existing experience and knowledge is an important condition that contributes to the understanding and introduction of new knowledge;
- variability of tasks, providing the student with freedom of choice in their implementation and solving problems, the use of the most significant ways for him to study educational material;
- the accumulation of knowledge, skills and abilities not as an end in itself (final result), but an important means of realizing the student's creativity;
- providing in the classroom a personally significant emotional contact between the teacher and students (which is especially important when teaching languages) on the basis of cooperation, co-creation, motivation to achieve success through an analysis of not only the result, but also the process of achieving it.

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In student-centered learning, the teacher acts not as a translator of knowledge, but as an organizer and coordinator of learning activities. It should help the student to overcome the passive position in the learning process. The student-centered learning model, according to the author, is designed to make the student responsible for the process and the result of learning.

The implementation of the LEO in the classes on Russian as a foreign language and the Russian language and culture of speech is facilitated by such interactive, dialogue forms of interaction, widely used by the author, as the project method, debates, presentations, work in small groups, role-playing games, analysis of situational tasks, competitions of speakers, speeches with reports at student scientific conferences, preparation of abstracts for publication, quizzes, competitions, etc. [11].

Professionally oriented training

For example, the foundations of professionally oriented education (VET) in the Russian methodology of teaching Russian as a foreign language were laid down in the works of O.D. Mitrofanova, E.I. Motina, L.P. Klobukova and others.

In accordance with the extralinguistic situation that has developed in society, i.e. a certain social order, at present, in the Russian practice of teaching the Russian language, two systems of professionally oriented education have taken shape: teaching the Russian language as a means of obtaining a specialty and teaching the Russian language as a means of professional business communication. Teaching the Russian language and culture of speech as a means of obtaining a specialty is based on the communicative needs of students, primarily in the professional (educational-professional and scientific-professional) sphere of communication. Education in this case is aimed at the formation and development of students' communicative competencies to perform various social and communicative roles in such actual situations of communication as a lecture, practical lesson, seminar, colloquium, test, exam, library, presentation at a scientific conference, defense of a diploma or dissertation works, etc. The main motive for studying the Russian language as a means of obtaining a specialty, as the survey shows, is the desire to quickly and efficiently master the future specialty [12].

The main motives for learning the Russian language as a means of professional communication is the desire to effectively solve professional problems and make a career. Actual situations of communication are as follows: business conversations of different levels; meetings; negotiation; writing business professional letters, etc. Regarding Russian as a foreign language, one can agree with the opinion of experts that these systems exist in parallel, they are in demand by different categories of foreign citizens [13].

A foreign student of an Uzbek university, having mastered the Russian language as a means of obtaining a specialty, may not be interested in learning Russian as a means of professional business communication if his professional activity after graduating from a Russian university will be held in his native language or, for example, in Uzbek, depending on the circumstances his life and career. As for Uzbek students, as the author's survey shows, most of them plan to stay and work in Uzbekistan after graduating. Consequently, both systems of professionally oriented education are simultaneously relevant for Uzbek students: teaching the Russian language as a means of obtaining a specialty and teaching the Russian language as a means of professional business communication [14].

Professionally oriented teaching of Russian as a foreign language and Russian language and culture of speech is especially important in a medical university. As the Doctor's Code of Ethics says: "The

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main condition for medical activity is the doctor's professional competence: his special knowledge and the art of healing" [15. p. 1]. From the standpoint of the competency-based approach, the goal of higher medical education is the formation of all components of the professional competence and personality of the future doctor, ensuring his readiness for professional activity. Professional competence includes professionalism as the possession of knowledge, skills, attitudes, moral values and behavior expected from individuals during their professional practice. An important component of the professional competence of a doctor is the communicative component, since it is known that the profession of a doctor is linguistically active [16].

Professionally oriented education should be implemented, according to the author, through integration, interdisciplinary links through the cooperation of Russian language teachers with subject teachers. This principle is implemented by the author in the previously mentioned textbook and teaching aid designed for Russian students, as well as in textbooks on Russian as a foreign language intended for foreign students [17-18].

Conclusion

The innovative approaches described by the author: communication-oriented, personality-oriented and professionally-oriented education is designed to improve the quality of teaching Russian as a foreign language and Russian language and culture of speech at the university. These innovative approaches are described in detail in the author's monograph and implemented in his textbooks, the use of which in teaching gives good results [17]. Thus, according to the report of the Center for the Quality of Education of the Ivanovo State Medical Academy, employers rate the general professional competencies of university graduates most highly. The indicators “level of communicative culture” and “striving for professional growth” received the highest score (8.3 points out of 10.0). It should be noted that, according to employers, communicative competence occupies a high rating of professionally important qualities - 3rd place after theoretical training and practical skills.

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